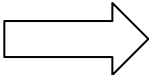


Programme of Inquiry Learning

School Theme for 2009: “Citizenship Is Everyone’s Business!”

Level	Who we are	How we organise ourselves	Sharing the planet	Where we are in time and place	How we express ourselves	How the world works
<p><i>Teachers think and work at this level to help children make connections to big ideas that are worth making an integral part of our lives.</i></p> 	<p><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i></p>	<p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.</i></p>	<p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i></p>	<p><i>An inquiry into our orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><i>An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i></p>	<p><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.</i></p>
<p>Kowhai Syndicate Years 0-2/3</p>	<p>Unit Topic Getting along together</p> <p>Curriculum focus Health & PE</p> <p>Key idea Getting along with others enables us to have a happy & safe classroom</p> <p>Key competencies Relating to others Managing self Participating & contributing</p> <p>Rich Task Suggest solutions to conflict situations to create a safe environment</p>	<p>Unit Topic How we organise ourselves</p> <p>Curriculum focus Social Sciences – belonging to a group is important</p> <p>Key idea We all have responsibilities and duties within our school community</p> <p>Key competencies Relating to others Managing self Participating & contributing</p> <p>Rich Task Create a class book showing the responsibilities and duties of different people within our school community</p>	<p>Unit Topic 10 Ways to save the planet</p> <p>Curriculum focus Science – Planet earth & beyond – interacting systems Describe how natural features are changed & resources affected by natural events and human actions</p> <p>Key idea We can make changes to care for the earth’s resources</p> <p>Key competencies Using language, symbols & text Thinking Participating & contributing</p> <p>Rich Task Present 10ways to save the planet in the form of a digital story</p>	<p>Unit Topic Rights for everyone</p> <p>Curriculum focus Health & PE – healthy communities & environments</p> <p>Key idea Disabled people should have the same opportunities as everyone else</p> <p>Key competencies Using language, symbols & text Thinking Participating & contributing Relating to others Managing self</p> <p>Rich Task Identify facilities for disabled people at Nelson Central School and suggest possible changes</p>	<p>Unit Topic Express ourselves</p> <p>Curriculum focus English – speaking, writing, presenting Processes & strategies</p> <p>Key idea We can identify and express our ideas & opinions in many different ways</p> <p>Key competencies Using language, symbols & text Thinking Participating & contributing Relating to others Managing self</p> <p>Rich Task Expressing our ideas about Nelson Central School</p>	<p>Unit Topic: A clean stream</p> <p>Curriculum focus: Science – Living world – life processes</p> <p>Key idea: We can use the Sciences to help us protect and improve our environment</p> <p>Living things have certain requirements in order to grow & stay healthy</p> <p>Key competencies Using language, symbols & text Thinking Participating & contributing Relating to others Managing self</p> <p>Rich Task Create a model to demonstrate the differences between a clean, natural stream & a stream that has been affected by external</p>

Programme of Inquiry Learning

	<p>Lines of inquiry What I like in a friend We all need good friends A good friend is ...</p>	<p>Lines of inquiry People in our school have different responsibilities We have responsibilities within our school and within our classroom Problem solving strategies in the playground</p>	<p>Lines of inquiry Choices we can make to care for the earth's resources How we can care for the earth's resources Personal choices we can make to care for the earth's resources Earth's resources are limited</p>	<p>Lines of inquiry There are different types of disabilities All people have rights, including disabled people Disabled people sometimes need the environment adapted Nelson Central is a disabled friendly school</p>	<p>Lines of inquiry There are different ways to express ourselves We require certain skills to work in a group It is important to promote our school What visitors to our school look for</p>	<p>influences</p> <p>Lines of inquiry * Stream animals have needs. * Environments have characteristics that either help or hinder the animals that live in them. (cold, clear, flowing) * We can use data to learn about and improve animal environments</p>
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Programme of Inquiry Learning

Totara Syndicate Years 5-6	Unit Topic	Unit Topic	Unit Topic	Unit Topic	Unit Topic	Unit Topic
	Curriculum focus	Curriculum focus	Curriculum focus	Curriculum focus	Curriculum focus	Curriculum focus
	Key idea	Key idea	Key idea	Key idea	Key idea	Key idea
	Key competencies	Key competencies	Key competencies	Key competencies	Key competencies	Key competencies
	Rich Task	Rich Task	Rich Task	Rich Task	Rich Task	Rich Task
	Lines of inquiry	Lines of inquiry	Lines of inquiry	Lines of inquiry	Lines of inquiry	Lines of inquiry

Programme of Inquiry Learning

Te Pouahi	Unit Topic	Unit Topic	Unit Topic	Unit Topic	Unit Topic	Unit Topic
	Curriculum focus	Curriculum focus	Curriculum focus	Curriculum focus	Curriculum focus	Curriculum focus
	Key idea	Key idea	Key idea	Key idea	Key idea	Key idea
	Key competencies	Key competencies	Key competencies	Key competencies	Key competencies	Key competencies
	Rich Task	Rich Task	Rich Task	Rich Task	Rich Task	Rich Task
	Lines of inquiry	Lines of inquiry	Lines of inquiry	Lines of inquiry	Lines of inquiry	Lines of inquiry

Resource people:

Mel McColgan waimaori@ncc.govt.nz need to confirm a booking for March 09